

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

OUTSTANDING

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

GEMS
Jumeirah Primary
School

Celebrating
10 years of
inspections

GEMS JUMEIRAH PRIMARY SCHOOL

UK CURRICULUM

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School information

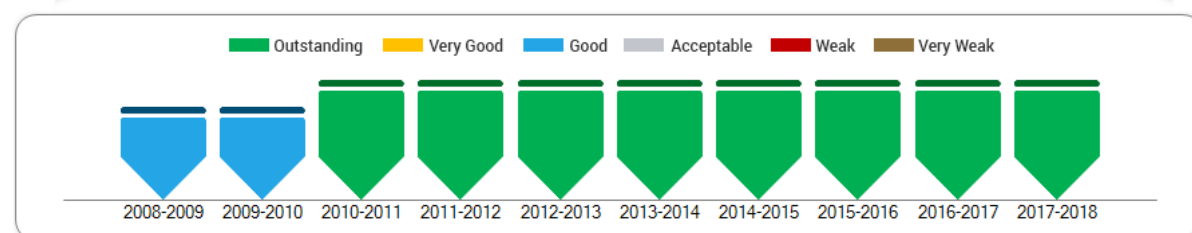
General information	
Location	Al Safa
Type of school	Private
Opening year of school	1996
Website	www.jpsdubai.sch.ae
Telephone	04- 3943500
Address	P.O Box 29093 Dubai Jumeriah
Principal	Rachel Higgins
Principal - Date appointed	9/1/2016
Language of instruction	English
Inspection dates	20 to 23 November 2017

Teachers / Support staff	
Number of teachers	99
Largest nationality group of teachers	British
Number of teaching assistants	91
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	10%

Students	
Gender of students	Boys and girls
Age range	3-11years
Grades or year groups	FS1-Year 6
Number of students on roll	1454
Number of children in pre-kindergarten	0
Number of Emirati students	44
Number of students with SEND	110
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL,CAT4, IBT Arabic
Accreditation	BSO,COBIS
National Agenda benchmark tests	GL, IBT

School Journey for GEMS Jumeirah Primary School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

GEMS Jumeirah Primary School was inspected by DSIB from 20 to 23 November 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The inspirational and inclusive principal engages the whole school community in promoting the school's vision of all students achieving outstanding learning and personal development. Senior and middle leaders and governors play a key role in ensuring rigorous self-evaluation processes. Accountability underpins the excellent provision that supports students' successes. Parents are active partners in their children's education; they value the high quality communications they share with the school.

Students' achievement

Throughout the school, students demonstrate outstanding attainment and progress in English, mathematics and science. Students are highly motivated and engaged in their own learning. Primary students' attainment and progress in Islamic education and Arabic are steadily improving but not consistently across all age groups. Younger primary students are enjoying more success than their older peers.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding throughout the school; they are happy, positive, and confident and enjoy extremely positive relationships with each other and adults. They demonstrate a great sense of pride in their school environment and beyond. Across the age groups, they respond well to innovative and challenging tasks, and are enthusiastic to develop their understanding Emirati traditions and cultural heritage and Islamic values.

Teaching and assessment

The quality of teaching is outstanding overall. Teachers know their subject matter, and almost all expertly manage to create an imaginative learning environment of excitement and interest. Interactions with the students are exemplary. High quality planning takes account of the extensive assessment data available to ensure tasks and activities meet the needs of all students and promote critical thinking and problem solving skills.

Curriculum

The curriculum is outstanding and teachers rigorously aim to develop adaptations to meet the needs of all groups of students. Continuous review and updating is demonstrated across the curriculum. Personalisation and students' choice in learning are focal points at this highly inclusive school. This leads to creative, physical and practical activities being at the fore of the students' experiences. The underpinning inquiry-based learning promotes continuity and progression in students' learning.

The protection, care, guidance and support of students

The arrangements for the protection, care and support of students are outstanding. There are exemplary measures for child protection, and safeguarding. Effective procedures are in place to ensure the safety and security. Healthy lifestyles, promoted in particular through excellent physical education experiences, are demonstrated by almost all students across the school. The arrangements for the management of students' attendance and punctuality are highly successful.

What the school does best

- Outstanding attainment and progress in English, mathematics and science in the Foundation Stage and primary phase
- Outstanding maturity, independence and awareness of their own preferred modes of learning displayed by students throughout the school
- Outstanding use of assessment to personalise the learning and meet the needs of all students, including those with SEND
- Excellent community engagement and after school activities enriching an outstanding curriculum provision
- Outstanding leadership and management of the school that generate an excellent team spirit and a common drive for improvement shared among the whole school community.

Key recommendations

- Accelerate attainment and progress in Islamic education and Arabic language by
 - ensuring teachers consistently prepare and plan lessons that engage, enthuse and appropriately challenge students of all abilities
 - providing students with opportunities to use their research skills in writing projects about topics of their own choice
 - promoting students' use of their high quality independent learning skills to acquire the language skills in innovative ways
 - ensuring that lesson objectives focus on the subject and language skills for aspects in Islamic education and linguistic skills in Arabic language
 - sharing and emulating the high quality teaching practice in other departments

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
English 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

5. The protection, care, guidance and support of students

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding ↑
Management, staffing, facilities and resources	Outstanding

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment in English, mathematics and science is above expectations.
- The school has an excellent understanding of the importance of the data analysis and plans accordingly to meet the training needs of all teachers.
- The school analyses all the data thoroughly and uses this information to identify gaps in students' achievements. This then gives them a focus for targeted intervention.
- The curriculum is skilfully adapted to meet the requirements of the TIMSS tests. There is now a sharp focus on mastery in order to deepen understanding of the application of skills.
- The Cognitive Ability Tests (CAT4) directly influence teaching strategies. Strategies match the learning styles of the students and the skills of critical thinking are a focus.
- All students are aware of their strengths as identified by the CAT4 tests and this has a positive impact on the opportunities they are given to develop their own individual learning styles.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership.

ii) Learning and Intervention. iii) Personalisation

- All school leaders are aware of the need to raise the achievements of the Emirati students. The principal and teachers are held to account by the Governors. Analysis of data and effective use of lesson observations and work samples inform learning and teaching for this cohort. Parents are welcomed into the school.
- At 3% of a school population of 1424 students, Emirati students are generally positive. When observed in lessons they are indistinguishable from peers in levels of engagement, verbal competences, and independent learning. Cognitive Ability Tests (CAT4) are analysed and used to inform future intervention planning for the students. Narrowing the gap in achievement is a priority for the school.
- The school's mantra, 'Do it , Use it and Own it', linked to Bloom's taxonomy and cross-referenced to CAT4 tests, is used most effectively for teaching and assessment adaptation in most classes. Each Emirati student is provided with a well-designed comprehensive Accelerated Progress Plan (APP) which documents their starting points and defines learning targets. Programmes to improve verbal reasoning skills continue to be implemented and evaluated.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- The school has been proactive in developing the moral education programme together with the UAE social studies, in an integrated manner throughout the school.
- Samples of students' work and lesson observations indicate that teachers are following the designated scope and sequence and they encourage students to think critically about social issues and moral values.
- Students collaborate, discuss and work together in groups to produce ideas. In some lessons they apply their understanding to personal contexts.
- Formative assessments of students' understanding are undertaken by class teachers and personal and social outcomes are reported to parents.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The school has successfully developed the 'You and ME in the UAE' curriculum which incorporates UAE social studies outcomes and the moral education programme.
- The development of cross-curricular links is well-planned so students can make connections in their learning and understanding across various subjects.
- Students show enthusiasm and interest in learning about the UAE and contribute positively to discussion, sharing examples from their own experiences.
- Teachers make formative assessments of students' learning, which informs future planning, and share information with parents relating to student achievements in social studies.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- The use of technologies to support innovation is increasingly embedded in learning practice. Focused, enthusiastic learners in almost all subjects routinely debate, discuss, and use innovative and creative ways of researching, problem-solving, investigating and achieving their objectives.
- Students' outstanding work ethic is an integral part of the school's culture. Students motivation to volunteer is high. They seek and obtain representation across the school and create different roles, such as innovation leader, eco-warriors, wellbeing leaders or charity project leaders.
- Discussion, debate, rating, comparing, critiquing are all promoted by teaching, which is personalised and encourages risk-taking, learning from mistakes while achieving objectives. Learners rise to the challenge and become innovative and creative.
- Curricular opportunities to 'design' widen students' innovation experiences. Examples include students' design of the sell-by date 'fridge-phone app', and the STEAM assembly of construction devices, capturing experiences on video clips and linking to QR codes.
- Leaders and governors demonstrate a strong commitment and investment in promoting innovation. In order to raise standards further, the Extended Leadership Team is promoting innovative approaches within the curriculum and its delivery.

The school's promotion of a culture of innovation is systematic.

Main inspection report

1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- Lesson observations and the students' current work confirm that their knowledge and understanding are in line with the curriculum standards. They have an appropriate understanding of the Pillars of Islam, its morals and values. Their progress is strong across the majority of the Islamic concepts.
- Students have sound knowledge and understanding of Seerah, prophets' stories and most of the Islamic principles. Progress in developing their knowledge of the majority of Islamic concepts is rapid. Progress is slower with regard to students' recitation skills and the ability to link between Islamic aspects.
- Improvement in students' understanding of Islamic morals and values is evident. However, the students' ability to apply the recitation rules is less well developed. In addition, progress is inconsistent between different groups of students.

For development

- Improve students' recitation skills and develop their ability to make links between Islamic concepts and principles especially for Arabic native-speakers.

		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Recent work samples and lessons observations confirm that students' level of attainment is in line with the curriculum standards. They make steady progress over time in improving most of their language skills.
- Students' are improving their listening skills. Their speaking and reading skills are sound but limited to familiar pre-learned topics. The use of modern standard Arabic is under-developed. Their writing skills are weaker due to the limited opportunities to practise.
- The introduction of IBT tests in Arabic as a benchmark is a positive step in order to rank students' levels against international standards.

For development

- Improve students' writing and speaking skills by providing more opportunities for speaking activities and independent extended writing.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- Most students have good listening skills. Their understanding of texts is appropriate. Writing skills are developing although most students rely on memorised words to form simple sentences and short paragraphs about familiar topics.
- Progress is more evident in students' acquisition of new vocabulary and its use in simple sentences. Students are better at using their daily life experiences and excellent knowledge of Dubai in writing tasks, despite making common errors of spelling and word choice.
- Students use learning technology to complete their classwork regularly. Critical thinking is part of classwork but completing research projects in Arabic is not yet a feature of student's learning.

For development

- Provide students with opportunities to use their well-developed independent learning skills to acquire the language in innovative ways.

English 	Foundation Stage		Primary
	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Most students progressively achieve the highest levels in speaking, listening, reading and writing, consistently exceeding international expectations. Most students make exceptional progress from mark-making in early Foundation Stage, to suitably detailed non-narrative and creative writing in Year 6.
- Rapidly-developing critical thinking enable students' increasingly sophisticated spoken and written responses, both intellectual and emotional, to what they read. Primary students enthusiastically employ ambitious vocabulary in lively and informative speech and writing. By Year 6 they are well-prepared to use language still more precisely.
- Innovative and comprehensive curriculum development successfully focuses on developing students' love for, and skills in, reading. Thorough, continuous assessment informs planning of lessons that consistently enthuse and engage students as partners in developing higher order literacy.

Mathematics 	Foundation Stage		Primary
	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Students are consistently high attainers across both phases and across all year groups. Similarly, the progress of most students is above expectations across the range of mathematical skills.
- Students enjoy being challenged and they think critically. They understand the importance of reasoning and perseverance when solving problems, especially when working in groups.
- Adaptations made to the curriculum in mathematics are having an impact in the classroom. Students not only have a strong conceptual understanding of mathematical operations but also, and more importantly, they demonstrate their skills in the application of these operations.

		Foundation Stage	Primary
Science 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Attainment and progress against curricular expectations across both phases are at very high levels and there are no significant differences between or within the phases.
- Children are developing strong scientific skills in the Foundation Stage through their exploration and investigation of the world around them. Primary students have highly developed skills in scientific thinking, enquiry and investigation. They are very capable of communicating their ideas and applying their skills when working on unfamiliar problems.
- Primary students' understanding of the application of science to technology is improving. They are beginning to make meaningful connections in their learning through the STEAM programme and innovation initiatives.

For development

- Extend the opportunities for students to explore the links between the application of science to other areas of the curriculum.

	Foundation Stage	Primary
Learning Skills	Outstanding	Outstanding

- Students are strongly independent learners from the Foundation Stage onwards. They collaborate and share, and take responsibility for their own and each others' learning. They show a capacity to 'think it through' and find out things for themselves, confidently discussing, debating, comparing, and rating. They have sophisticated investigative and problem-solving skills.
- Very aware of their strengths and weaknesses, they critique their own and their peers' work in a constructive and positive way. They are imaginative and creative learners who thrive on challenge and opportunities to be innovative, using advanced learning technologies in very effective ways.
- Students understand the value of making links between different areas of learning and their own lives. Remarkably confident communicators, they have a strong belief in their ability to achieve. In Arabic as a first language and Islamic education they need to be given more opportunities to do so.

For development

- Increase opportunities in Arabic as a first language and Islamic education for students to use their critical thinking skills and make more links between their learning and their own lives.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
- Students across the school consistently display outstanding behaviour and self-discipline. They are extremely polite and greet staff and visitors with smiles and courtesy. - Relationships between teachers and students are very respectful. Students support each other and display sensitive attitudes toward their peers. Students are very respectful of school rules. Their attendance is outstanding and punctuality is excellent. - Students in both the Foundation Stage and primary school have an excellent understanding of the importance of eating healthy foods and participate actively in school programmes promoting healthy lifestyles.		
	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
- Students in both phases demonstrate an excellent awareness of the impact of Islamic values' on contemporary society in the UAE. In addition, their understating of Emirati culture, their own and other cultures is very evident. - Students proudly share with each other their knowledge and opinions about their own cultures and can compare them with the other cultures represented in the school. They demonstrate a strong knowledge about Islam in UAE and its features. - Students' exceptional knowledge and understanding of the impact of Islamic values, and their own and other world cultures, are due to the range of initiatives to raise awareness across the school.		
	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding
- Students' social responsibility in the school is highly visible. The Student Council is large and active in its initiatives. Students feel they have a voice and can propose actions in a variety of domains within the school and in the wider community. - Students show care and consideration for others and are keen to initiate community projects. They have a strong work ethic, which is an integral part of the school's culture. An entrepreneurial ethos is promoted within the curriculum and in the many projects in which the school participates. - Students are well-informed of the necessity to change people's habits and to care for the environment. Older students are also keen to promote innovative learning strategies using advanced technologies.		

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Lesson planning is imaginative and personalised due to rigorous assessment. Almost all teachers have high expectations and introduce appropriate challenge. Excellent pace keeps students engaged and focused on their learning outcomes. They make creative use of plentiful resources including advanced technologies.
- Teachers are strong in their understanding of their subjects and of the importance of skill-building through enquiry, investigation and problem-solving. They use skilful questioning to encourage critical thinking, which is a constant feature in lessons as are discussion, and debate, taking learning a step further.
- Teachers firmly believe that all students can achieve with the right support and opportunities, and create a rich learning environment which makes for happy, confident learners. 'Do it, Use it, Own it' provide ambitious learning outcomes for all students.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- There is no difference, between the phases, in either the systems of assessment in place or the quality of the use of assessment. The result is that assessment is having a very positive impact on the outcomes of all the students.
- A real strength of assessment in the school is the triangulation of all assessment data to effectively track students' progress and identify any weaknesses in students' performance. Leaders and teachers then use this information to inform planning and to target intervention.
- The school is embracing the introduction of the Cognitive Ability Tests (CAT4) in the assessment framework. The outcomes of this analysis are having a positive impact on the ways in which all teachers are personalising the learning for all students.

For development

- Embed the use of the newly introduced assessment systems in Islamic education and Arabic, in order to indicate to teachers areas in need of development.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- Comprehensive curriculum review, based on rigorously detailed assessment, ensures almost all teachers plan and present inspirational, broad, balanced and progressive curricula, in both phases. Resultant innovative programmes of learning fully meet the needs of all groups of students.
- The Foundation Stage creates exciting, active and exploratory play-based learning, with clear links across the curriculum. Primary students also enjoy choice, particularly in selecting the most appropriate ways to meet challenges. They decide how best to present their learning,
- Innovative developments in English and mathematics, combined with the school's 'creative curriculum' and STEAM technology programme, provide rich opportunities to link different areas of students' learning. This is less effective for students in Islamic education and Arabic as a first language.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Comprehensive curriculum modification personalises programmes that meet the needs of all groups of learners in both phases. Extension activities provide highly effective, well-focused support and requisite challenge. They also appeal to student interests and aptitudes in music, sport, creative writing and debate.
- Varied curricular and extra-curricular opportunities enable students' inventive and innovative enterprise. Student initiative and action contributes social benefit in environmental, and charitable contexts. A comprehensive programme of visits and activities include Foundation Stage theatre trips, and opportunities for primary students' healthy competition.
- 'Creative curriculum' programmes personalise students' understanding of UAE values, culture and society. Students explore migration stories, where they live in Dubai, the country's geography, history, current development, and the rulers' vision for the future.
- The school provides children in the second year of the Foundation Stage with twenty minutes of Arabic instruction per week.

For development

- Review and refine curriculum provision in Islamic education and Arabic.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
- Procedures for safeguarding, including child protection, are very rigorous and are understood by all adults working in the school. Students and their families are well informed about digital citizens through programmes which address internet safety and cyber bullying. - The school provides a safe and secure learning environment and staff keep excellent health and safety records. Students and children are well supervised at all times. Very secure transport arrangements are in place. Medical staff provide high quality care for students. - The school is very committed to promoting the students' physical and mental health. Staff in the physical education department and the medical centre guide and support students in exercise and diet. Through lessons and assemblies, staff develop students' positivity and mental resilience.		
	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
- The ethos of mutual respect is evident throughout the school. Effective systems are in place to promote good behaviour and the school successfully promotes regular attendance and punctuality. - Accurate identification of students with SEND leads to swift and highly personalised interventions. Teachers and support staff work closely together in meeting the needs of all students. There are limited numbers of staff who have a good knowledge of Arabic to support students with SEND in Arabic as an additional language activities. - Staff provide students with valuable guidance on their personal development. Students know that they can turn to the well-being team if they have any worries or concerns. Formal monitoring of students' social and emotional development is used effectively to identify need and target support.		
For development		
Increase the level of support for students with SEND in Arabic as an additional language by ensuring that there are sufficient support staff who have a good knowledge of Arabic.		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Outstanding

- Governance and leadership of provision for students with SEND is outstanding, confirmed with the appointment of a governor for inclusive education, an inclusion champion and the development of the Inclusive Education Plan.
- Identification and intervention is very thoroughly carried out for students with SEND and also for students who may be 'at risk'. Early Intervention is a key characteristic of the identification and intervention processes.
- Parent partnerships are central to the support system for students with SEND. Their involvement is encouraged in both phases of the school.
- The Learning Support Assistant role has been finalised in the school and is operating effectively. Modification and support is planned and delivered in a consistent way for all students.
- A wide range of information is gathered by the school including work scrutiny and peer assessment. Target completion shows that most students with SEND acquire their expected levels of knowledge, skills and understanding making excellent progress, especially given their starting points.

6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding ↑
Management, staffing, facilities and resources	Outstanding

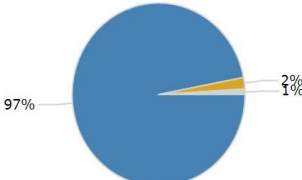
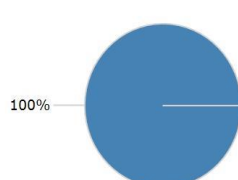
- The inspirational principal and senior leadership team lead from the front, role modelling expected high quality practice. Middle leaders are effectively accepting responsibility and accountability for standards within their areas. The school is highly inclusive. The continuous drive for improvement is shared by the whole school community, promoting outstanding capacity to develop and sustain improvements.
- Through outstanding, continuous self-evaluation and development planning, the school's leaders and stakeholders have identified strengths and areas for development and appropriate priorities for the future. School self-evaluation is extremely rigorous. All staff are clear and committed to their parts in achieving the school's vision. Senior and middle leaders are encouraged to innovate, lead and drive improvements at the school.
- Parental engagement is at the heart of the school community. The school works in harmony with parents, enabling them to help their children and improve their learning. Parents are very evident around the school during the day. A range of high quality communications ensures parents are kept very well informed. The principal's personalised newsletter is highly valued by parents. There is an active and well supported Parents' Association.
- School governance is exemplary. It is fully representative of all relevant stakeholders, including parental representation within the Local Advisory Board. The senior leaders at the school are fully accountable to the governors for the school's performance. Seamlessly, the school's leadership, Parents' Engagement Council and governors work closely with the parents to deliver the highest quality education for all students.
- The exceptionally well-maintained premises are spacious, bright and attractively designed so that children and students want to come to school and are inspired and motivated to learn. The school benefits from the significant investments made in high quality resources that match the breadth of the curriculum, and effectively enhance and extend students' learning and personal development. Staff have access to high quality professional development to enhance their teaching and leadership abilities.

For development

- The creative deployment of the senior leadership team to support further improvements in the Arabic and Islamic education departments.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 347	 Teachers No. of responses = 63
Not Applicable	Overall, I am satisfied with the quality of education at my child's school  97% 2% 1% Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know	Overall, I am satisfied with the quality of education at my school  100% Strongly Agree/Agree

 Students	Not Applicable
 Parents	Almost all parents who responded are positive overall about the quality of education provided. They feel their children enjoy school and are developing a range of skills, including an awareness of other cultures. A few expressed concern about class sizes and the quantity of books available for students. Almost all parents are confident that their children are safe in school. They believe the school is well led.
 Teachers	Almost all teachers who responded are positive about all aspects of the school's provision. They all believe the students are happy at school, behave well and work collaboratively with each other. Most teachers believe that students with SEND are accurately identified and supported in their learning. Almost all agree the school is well led and they are happy to work there.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae